

Wildlife Management

Course Description

This course has an emphasis on the conservation of natural resources including outdoor recreation topics and provides students with the opportunity to understand and appreciate the importance of maintaining the land and ecological systems that enable non-domesticated animals to thrive. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Course Code: 013001

| | Course Content | Reference/ Source | Crosswalk to Common Core Academic Standards | Crosswalk to Nebraska Academic Standards | Crosswalk to Nebraska Career Readiness Standards | Crosswalk Clarification |
|------------------------------------|---|---|---|--|--|-------------------------|
| Standard 1 | Students will understand the basic concepts of Zoology and Ecology. | F & W (pages 2-12) AFNR NRS.02.06 | N/A | N/A | CR.1.A.1 | |
| Benchmark 1.1 | Identify the principles of Zoology. | F & W (pages 2-12) AFNR NRS.01.01-02 | | | | |
| Sample Performance Indicator 1.1.1 | Compare and contrast classification of fish and wildlife based upon anatomy and physiology. | | | | | |
| Sample Performance Indicator 1.1.2 | Dissect and/or examine a fish, amphibian, reptile, bird, or small wild mammal. | | | | | |
| Benchmark 1.2 | Identify the principles of Ecology. | F & W (pages 17-33) AFNR NRS.02.06, | N/A | | CR.1.A.1 | |
| Sample Performance Indicator 1.2.1 | Compare and contrast food chains and food webs. | PRED NR2 (pages 61-63) | | | | |
| Sample Performance Indicator 1.2.2 | Develop a graph illustrating energy use and trends. | NR2 (pages 423) | | | | |
| Sample Performance Indicator 1.2.3 | Develop a model illustrating water, carbon, and hydrogen cycles. | | | | | |
| Sample Performance Indicator 1.2.4 | Analyze local wetlands | | | | | |

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| | | | N/A | SC.12.3.3.c SC.12.3.3.d SC.12.4.2.c | CR.5.A.4 | |
| <i>Benchmark 1.3</i> | Consider the relationships between wildlife and Agriculture. | F & W (pages 41-47) AFNR NRS.03.01 | | SS.12.3.5.b–c | | |
| Sample Performance Indicator 1.3.1 | Research and present the impacts of Agriculture on wildlife. | | | | | |
| Sample Performance Indicator 1.3.2 | List how farmers can improve wildlife habitat. | | | | | |
| Sample Performance Indicator 1.3.3 | Develop brush pile habitat | | | | | |
| Sample Performance Indicator 1.3.4 | Demonstrate the use of handheld GPS units | | | | | |
| | | | N/A | SC.12.3.3.a SC.12.3.3.c | CR.5.A.4 | |
| <i>Benchmark 1.4</i> | Examine the Biomes of North America | F & W (pages 55-72) AFNR NRS.02.04, 01.01-02 VID | | SS.12.3.2.a | | |
| Sample Performance Indicator 1.4.1 | Describe North American Biomes | | | | | |
| Sample Performance Indicator 1.4.2 | Create a diorama of a North American biome. | | | | | |
| Sample Performance Indicator 1.4.3 | List common wildlife species identified in each of the North American biomes. | | | | | |
| Sample Performance Indicator 1.4.4 | Recognize the importance of wildlife within North American Biomes | | | | | |
| <i>Benchmark 1.5</i> | Identify wildlife resources. | F & W (pages 77-89) AFNR NRS.01.01-02 | N/A | SC.12.3.3.c | N/A | |
| Sample Performance Indicator 1.5.1 | Identify local wildlife | | | | | |
| Sample Performance Indicator 1.5.2 | List endangered species and acts to protect them. | NR2 (page 224) | | | | |
| Sample Performance Indicator 1.5.3 | Classify wildlife as fish, mammal, raptor, wetland bird, upland bird, amphibian, reptile, or other. | FWS | | | | |
| Standard 2 | Students will compare and contrast the zoology and ecology of mammals. | F & W (pages 97-201) | | | | |

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|------------------------------------|--|---|--|--|---|---|
| | | AFNR NRS.01.02 | | | | |
| <i>Benchmark 2.1</i> | Distinguish gnawing mammals from other mammals. | F & W (pages 97-120) AFNR NRS.01.02 | N/A | N/A | CR.5.A.1 | |
| Sample Performance Indicator 2.1.1 | Identify gnawing mammals. | | | | | |
| Sample Performance Indicator 2.1.2 | Describe gnawing mammals movements and foraging habits. | | | | | |
| Sample Performance Indicator 2.1.3 | Record gnawing mammals behavior within their environment | F & W (pages 25) | | | | |
| Sample Performance Indicator 2.1.4 | Choose traps for specific mammals | F & W (pages 129-142) | | | | |
| | | | ELA.WHST.11–12.7–9 | LA.12.1.6.j LA.12.4.1.a–c | CR.5.B.1 CR.9.A.2 | The depth of students’ investigations, and thus the research standards that apply, will be determined by the nature of the task (CC: ELA.WHST.11–12.7–9; NE: CR.5.B.1, CR.9.A.2, LA.12.4.1.a-c, LA.12.1.6.j). |
| <i>Benchmark 2.2</i> | Investigate hoofed mammals. | AFNR NRS.01.02 | | | | |
| Sample Performance Indicator 2.2.1 | Construct a mold of wildlife tracks | TMK | | | | |
| Sample Performance Indicator 2.2.2 | Identify wildlife tracks | | | | | |
| Sample Performance Indicator 2.2.3 | Match wildlife with hoof tracks. | FWS | | | | |
| Sample Performance Indicator 2.2.4 | Summarize state and national big game records | Boone & Crocket | | | | |
| | | | N/A | SC.12.1.1.g | CR.5.A.1 | |
| <i>Benchmark 2.3</i> | Evaluate aspects of predatory mammals. | F & W (pages 148-168) AFNR NRS.01.02 | | | | |
| Sample Performance Indicator 2.3.1 | Debate current controversial wildlife issues. | FWS | | | | |
| Sample Performance Indicator 2.3.2 | List local predatory mammals. | | | | | |
| Sample Performance Indicator 2.3.3 | Illustrate predatory mammals graphically across the U.S. | | | | | |

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|------------------------------------|---|---|--|---|---|--|
| | | | ELA.SL.11–12.4 ELA.WHST.11–12.2.b | LA.12.1.6.d LA.12 2.1.b LA.12.3.1.a SC.12.1.1.g SC.12.1.1.j | CR.2.B.1 CR.2.C.1 | When students <i>summarize</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written and oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.1.6.d, LA.12 2.1.b, LA.12.3.1.a). |
| <i>Benchmark 2.4</i> | Summarize all aspects of unusual mammals. | F & W (pages 193-201) AFNR NRS.01.02 | | | | |
| Sample Performance Indicator 2.4.1 | Identify unusual mammals. | | | | | |
| Sample Performance Indicator 2.4.2 | List pros and cons of unusual mammals. | | | | | |
| Sample Performance Indicator 2.4.3 | Develop habitat for unusual mammals | BAB | | | | |
| Standard 3 | Students will assess and summarize the zoology and ecology of birds. | F & W (pages 206-303) | | | | |
| | | | ELA.RST.11–12.4 | LA.12.1.5 SC.12.1.1.g | CR.5.A.1 | |
| <i>Benchmark 3.1</i> | Analyze types of waterfowl. | F & W (pages 209-218) AFNR NRS.01.02 | | | | |
| Sample Performance Indicator 3.1.1 | Identify types of waterfowl. | GAP | | | | |
| Sample Performance Indicator 3.1.2 | Match types of waterfowl to decoy. | GAP | | | | |
| Sample Performance Indicator 3.1.3 | Plan and construct wood duck box. | DUK | | | | |
| Sample Performance Indicator 3.1.4 | Construct and perform duck calls. | DUK | | | | |
| Sample Performance Indicator 3.1.5 | Map migratory pattern of waterfowl. | GAP and FWS | | | | |

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|------------------------------------|--|---|--|--|---|---|
| | | | | | CR.5.A.1 | |
| <i>Benchmark 3.2</i> | Characterize game birds. | F & W (pages 223-236) AFNR NRS.01.02 | | | | |
| Sample Performance Indicator 3.2.1 | Analyze local game birds. | | | | | |
| Sample Performance Indicator 3.2.2 | Identify laws and bag limits for game birds. | GAP | | | | |
| Sample Performance Indicator 3.2.3 | Prepare a variety of game birds. | WGC | | | | |
| Sample Performance Indicator 3.2.4 | Create a wild game cook book. | GAP | | | | |
| | | | ELA.RST.11–12.4 | LA.12.1.5 | CR.5.A.1 | |
| <i>Benchmark 3.3</i> | Compare and contrast birds of prey. | F & W (pages 242-260) AFNR NRS.01.02 | | SC.12.1.1.g | | |
| Sample Performance Indicator 3.3.1 | Describe falconry. | GAP | | | | |
| Sample Performance Indicator 3.3.2 | Evaluate raptor recovery program. | RRN | | | | |
| Sample Performance Indicator 3.3.3 | Dissect owl pellet. | RRN | | | | |
| | | | ELA.WHST.11–12.7–9 | LA.12.1.6.j LA.12.4.1.a–c | CR.5.B.1 CR.9.A.2 | The depth of students’ investigations, and thus the research standards that apply, will be determined by the nature of the task (CC: ELA.WHST.11–12.7–9; NE: CR.5.B.1, CR.9.A.2, LA.12.4.1.a-c, LA.12.1.6.j). |
| <i>Benchmark 3.4</i> | Investigate song birds and other perching birds. | F & W (pgs. 264-281) AFNR NRS.01.02 | | | | |
| Sample Performance Indicator 3.4.1 | Identify bird songs. | BSB, GAP | | | | |
| Sample Performance Indicator 3.4.2 | Identify bird boxes | GAP | | | | |
| Sample Performance Indicator 3.4.3 | Identify species. | NTA | | | | |

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| | | | ELA.WHST.11–12.7–9 | LA.12.1.6.j LA.12.4.1.a–c | CR.5.B.1 CR.9.A.2 | The depth of students’ investigations, and thus the research standards that apply, will be determined by the nature of the task (CC: ELA.WHST.11–12.7–9; NE: CR.5.B.1, CR.9.A.2, LA.12.4.1.a-c, LA.12.1.6.j). |
| <i>Benchmark 3.5</i> | Research other birds of North America. | F & W (pgs. 285-303) AFNR NRS.01.02 | | | | |
| Sample Performance Indicator 3.5.1 | Research bird endangered species. | GAP | | | | |
| Sample Performance Indicator 3.5.2 | Compare and contrast other birds. | F & W (pg. 285-303) | | | | |
| Sample Performance Indicator 3.5.3 | Identify North American bird habitats. | CRN | | | | |
| Standard 4 | Students will evaluate the Zoology and Ecology of fishes, reptiles, and amphibians | F & W (pg. 311-385) AFNR NRS.01.02 | | | | |
| <i>Benchmark 4.1</i> | Explore freshwater fishes | F & W (pg. 312-325) AFNR NRS.01.02 | N/A | N/A | N/A | |
| Sample Performance Indicator 4.1.1 | Construct a fishing pole, jig, or lure. | GAP | | | | |
| Sample Performance Indicator 4.1.2 | Diagram fish food chain. | GAP | | | | |
| Sample Performance Indicator 4.1.3 | Differentiate fish to stock a fishing pond. | | | | | |
| Sample Performance Indicator 4.1.4 | Research and present fish identification. | F & W (pg. 312-325) | | | | |
| | | | ELA.RST.11–12.4 | LA.12.1.5 | CR.5.A.1 | |
| <i>Benchmark 4.2</i> | Identify and classify anadromous and diadromeous fishes. | F & W (pg. 330-343) AFNR NRS.01.02 | | | | |
| Sample Performance Indicator 4.2.1 | Research spawning patterns of fish. | | | | | |
| Sample Performance Indicator 4.2.2 | Explain Salmon Run. | SRV | | | | |
| Sample Performance Indicator 4.2.3 | Classify species of anadromous or diadromous fish | GAP | | | | |
| <i>Benchmark 4.3</i> | Evaluate saltwater fishes and fauna. | F & W (pg. 347-362) AFNR NRS.01.02 | | SC.12.1.1.g | CR.5.A.1 | |
| Sample Performance Indicator 4.3.1 | Define saltwater and identify saltwater fish. | NR2 (pg. 181-182) | | | | |
| Sample Performance Indicator 4.3.2 | Describe fish processing. | DJV | | | | |

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| <i>Benchmark 4.4</i> | Elaborate on aspects of reptiles and amphibians. | F & W (pg. 367-385) AFNR NRS.01.02 | N/A | SC.12.1.1.g SC.12.1.1.j | CR.2.C.1 | |
| Sample Performance Indicator 4.4.1 | Identify reptiles and amphibians in different stages of | GAP | | | | |
| Sample Performance Indicator 4.4.2 | Predict food chain of reptiles and amphibians. | | | | | |
| Sample Performance Indicator 4.4.3 | Classify reptiles and amphibians | | | | | |
| Standard 5 | Students will explore and assess conservation and management | F & W (pg. 391-453) AFNR NRS.03.01 | | | | |
| | | | ELA.SL.11–12.4 | LA.12 2.1.b | CR.2.B.1 | |
| | | | ELA.WHST.11–12.2.b | LA.12.3.1.a | CR.2.C.1 | When students describe information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a). |
| | | | | SC.12.1.1.g SC.12.1.1.j SC.12.3.3.a SC.12.3.3.c SC.12.3.3.d | | |
| <i>Benchmark 5.1</i> | Describe responsible management of wildlife resources | F & W (pg. 419 - 430) AFNR NRS.03.01 | | | | |
| Sample Performance Indicator 5.1.1 | Evaluate the impact of hunting | GAP | | | | |
| Sample Performance Indicator 5.1.2 | Research proposed legislation. | AFNR NRS.02.05, 05.01 | | | | |
| Sample Performance Indicator 5.1.3 | Identify the role of a conservation officer. | GAP | | | | |
| Sample Performance Indicator 5.1.4 | Develop a career portfolio. | F & W (pg. 412-414) | | | | |
| | | | N/A | SC.12.3.3.a SC.12.3.3.c SC.12.3.3.d | N/A | |
| <i>Benchmark 5.2</i> | Determine conservation of natural resources practices. | F & W (pg. 437-453) AFNR NRS.01.01 | | | | |
| Sample Performance Indicator 5.2.1 | Plot the history of conservation on a timeline. | NR2 (pg84-87) | | | | |
| Sample Performance Indicator 5.2.2 | Develop a school yard habitat. | | | | | |
| Sample Performance Indicator 5.2.3 | Summarize dilemma cards and explain solution. | FWS | | | | |

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| Sample Performance Indicator 5.2.4 | Demonstrate locating legal land descriptions and reading | | N/A | SC.12.3.3.a SC.12.3.3.c SC.12.3.3.d | CR.5.A.4 | |
| Benchmark 5.3 | Explore the human connection to wildlife and natural resources | AFNR NRS.01.01 | | SS.12.3.5.b | | |
| Sample Performance Indicator 5.3.1 | Justify hunters safety | GAP | | | | |
| Sample Performance Indicator 5.3.2 | Debate the future of hunting and trapping. | | | | | |
| Sample Performance Indicator 5.3.3 | Determine how to raise game birds | | | | | |

Reference Sheet

Key Code Source

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|-------|--|
| | Fish & Wildlife Principles of Zoology and Ecology, |
| F & W | 2nd Edition, Delmar |
| PW | Project Wild |
| PRED | www.nasco.com |
| NR2 | Natural Resources, 2nd Edition, Pearson |
| VID | North American Biomes Video - KET videos |
| FWS | fws.gov |
| TMK | www.enasco.com |
| BAB | www.buildabathhouse.com |
| DUK | www.ducks.org |
| GAP | www.outdoornebraska.org |
| WGC | Wild Game Cookbook |
| RRN | www.raptorrecoverynebr.org |
| BSB | Bird songs bible |
| NTA | NaureTapipad application |
| CRN | www.cranetrust.org |
| SRV | www.pbs.org - Salmon running video |
| DJV | Dirty Jobs Video |
| AFNR | National AFNR Career Cluster Content Standards |

Additional Resources for Educators

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|--|-----------------------------|
| Suggestions for innovative teaching and learning strategies | Listed here (not sentences) |
| Related Assessments | Listed here (not sentences) |
| Extended Learning Opportunities | Listed here (not sentences) |
| Professional Development Opportunities | Listed here (not sentences) |
| Community Links/Resources available | Listed here (not sentences) |

Contributors

| <i>First Name</i> | <i>Last Name</i> | <i>Organization/School Representing</i> |
|--------------------------|-------------------------|--|
| Kelly | Guggenmos | Wheeler Central |
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Date

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